

Common Core Standards Frequently Used In Cooking and Tasting Activities

Math:

K.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.

K.CC.5: Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

K.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Groups with up to 10 objects)

K.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

K.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

K.MD.1: Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

2.MD.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

3.NF.1: Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.

3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

5.MD.1: Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05m), and use these conversions in solving multi-step, real world problems.

Language Arts

K.RL.5 Actively engage in group reading activities with purpose and understanding.

K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

K.L.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).

I.RF.4.a Read on-level text with purpose and understanding.

I.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).

I.W.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

2.L.5.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

2.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

2.SL.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

2.L.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

2.L.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

3.RF.4.a Read on-level text with purpose and understanding.

3.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

3.SL.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

4.RF.4.a Read on-level text with purpose and understanding.

4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

4.RI.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

5.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

K-5 Next Generation Science Standards in the Garden

A list of NGSS that are well suited for Garden-Based Learning

Key to codes:

Grade - LS (Life Sciences), ESS (Earth and Space Sciences), PS (Physical Sciences) - Standard Number

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| K-LS1-1 | Use observations to describe patterns of what plants and animals (including humans) need to survive |
| K-ESS2-1 | Use and share observations of local weather conditions to describe patterns over time |
| K-ESS2-2 | Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs |
| K-ESS3-1 | Use a model to represent the relationship between the needs of different plants of animals (including humans) and the places they live |
| K-ESS3-3 | Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment |
| 1-LS1-1 | Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs |
| 2-PS1-1 | Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties |
| 2-LS2-1 | Plan and conduct an investigation to determine if plants need sunlight and water to grow |
| 2-LS2-2 | Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants |
| 2-LS4-1 | Make observations of plants and animals to compare the diversity of life in different habitats |
| 2-ESS2-1 | Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land |
| 3-LS1-1 | Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death |



List created by Life Lab. Learn more about connecting Next Generation and Common Core Standards to Garden-Based Learning at <http://www.lifelab.org/2013/07/content-standards/>

- 3-LS3-1 Analyze and interpret data provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms
- 3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment
- 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- 3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all
- 3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change
- 3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season
- 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction
- 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation
- 5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun
- 5-LS1-1 Support and argument that plants get the materials they need for growth chiefly from air and water
- 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment
- 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment



Life Lab Science Curriculum Guide

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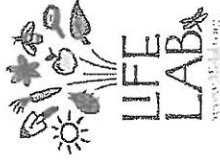
Life Lab Science Curriculum Guide

Six of One, Half Dozen of the Other

Learning Objectives: Six of One, Half Dozen of the Other

Products: The Growing Classroom

Description: Groups of students use multiple senses to find and classify contrasting objects in the natural environment.



Grades: ☐ Kinder ☐ First ☐ Second ☒ Third ☒ Fourth ☒ Fifth ☒ Sixth

Pages: 66

Activity Conditions: ☐ Indoor ☒ Outdoor

Standards	
Type	Description
ELA	1.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
ELA	1.L.5.a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
ELA	1.L.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).
ELA	1.SL.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
ELA	2.L.5 Demonstrate understanding of word relationships and nuances in word meanings.
ELA	2.L.5.a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
ELA	2.L.5.b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
ELA	2.L.5.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
ELA	4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
ELA	4.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
ELA	5.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
ELA	K.L.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
ELA	K.L.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
ELA	K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).
ELA	K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
ELA	K.SL.C Speak audibly and express thoughts, feelings, and ideas clearly.